

## Theme III: Experiencing the Classroom/Unit 1: Observation and Preparation

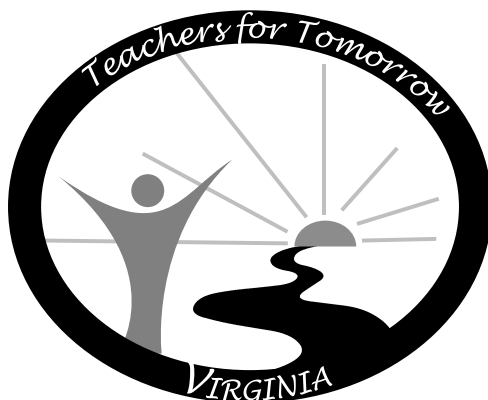
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### Culminating Activity for This Unit:

Seven Gifts That Will Last a Lifetime .....	1
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*Bold titles indicate Virginia Supplement. Non-bold titles indicate contents of CERRA S.C. Teacher Cadet Curriculum.*





### Theme III: Experiencing the Classroom/Unit 1: Observation and Preparation

#### Preface

This unit contains seven new Virginia lessons that will enrich the Teacher Cadet curriculum with material important for teaching in the Commonwealth. The culminating activity for this unit remains unchanged.

The first supplement, **Qualities of a Highly Effective Teacher**, reinforces the concept introduced in Theme II Unit 2 regarding continuing professional development. Building on the Continuous Improvement Model for Standards-Based Instruction and Assessment, pupils will study the Virginia Teaching Standards and the relationship of these standards to student learning. Through classroom observations, analysis of classroom scenarios, and role plays, students develop an understanding of how the standards for teaching may be reflected in real classroom environments. To reinforce this lesson during subsequent fieldwork, ask students to complete the Effective Practices Self-Assessment on p. III-3-9 and add it to their portfolios. This self-assessment could be completed once at the halfway point in the student's fieldwork experience, and again at the end of the experience.

A significant component of this unit is an introduction to the use of assessment to improve student learning. A series of three increasingly rigorous lessons hones students' skills and knowledge about the purposes and uses of assessments. In **Why do We Assess?**, students will learn to select appropriate assessments for various purposes. In **How Will We Know They Learned?**, students will match assessments with learning objectives. A third lesson, **Assessment for Learning...Reaching All Students** engages students in analyzing SOL assessment data from a hypothetical classroom and from school Report Cards on the Virginia Department of Education's web site to consider how teachers might use the results at the classroom or school level to improve instruction and student learning.

The lesson **Ready, Set, Go Teach** prepares students for fieldwork by introducing them to the Standards of Learning and developing their skills in critiquing and adapting SOL lesson plans. This lesson can be taught just before the Teacher Cadet Student-Created Lessons. This will be followed by a lesson on **Working with Special Needs Students**, which introduces students to the concept of accommodations and engages them in selecting appropriate instructional accommodations for pupils with various disabilities.

**Estimated instructional time: four weeks**



## Directions for Placement in Teacher Cadet Binder

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Qualities of a Highly Effective Teacher

Insert after p. 12

Why Do We Assess?

How Will We Know They Learned?

Assessment for Learning...Reaching All Students

These three lessons  
replace pp. 53– 58

Ready, Set, Go Teach

Working with Special Needs Students

Insert these two lessons  
after p. 72





## Theme III: Experiencing the Classroom/Unit 1: Observation and Preparation

### Qualities of a Highly Effective Teacher

**Objective:** Students will describe the characteristics, skills, and dispositions of highly qualified teachers in suggesting strategies for handling classroom situations.

**Essential Question:** What are qualities of a highly effective teacher?

**Assessment:** After observing a role-played scenario, students will be able to evaluate and suggest strategies for handling classroom situations.

**Key Vocabulary:** disposition

#### Activities:

1. Ask students to think about teachers they have had who stand out as particularly effective, engaging, or inspiring. Without using real names, discuss some of the things these teachers did, or dispositions they showed, that students think made them good teachers.
2. Show the overhead, **A Continuous Improvement Model for Standards-Based Instruction and Assessment** (available on the Virginia supplements CD as a PowerPoint). Review with students what they learned in Unit II-1 regarding this model, and how the various components relate to one another. Remind them that the focus of the model is on student learning, and that each component is important to attaining this goal. In a prior class, students learned about how the standards of learning were developed to improve student learning. Today, students will learn about standards for teaching in Virginia and how effective instructional strategies, the classroom environment, and the teacher's dispositions and behaviors can enhance student learning.

#### Notes:

- This activity carries forward the concept of continuing professional growth and development, with the previous activities addressing "pre-induction" (preparation leading to licensure), and this activity addressing "post-induction" (the efforts of teachers to continue to develop their knowledge and skills). The suggested Virginia Teaching Standards represent a model of effective teaching that is developed over the course of a career and is recognized with a proposed tiered licensure system (career teacher, mentor teacher, and teacher leader). (The standards are currently in draft form pending approval from the Virginia Department of Education.)
- To reinforce this lesson during subsequent fieldwork, ask students to complete the **Effective Practices Self-Assessment** on p. III-3-9 and add it to their portfolios. This self-assessment could be completed once at the halfway point in the student's fieldwork experience and again at the end of the experience.



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3. Divide the students into small groups or pairs and hand out the draft "Virginia Teaching Standards." Lead the class in discussing some examples of how their favorite teachers exhibited some of the standards. Assign two to three Virginia Teaching Standards to each group. Have the students generate examples of how their most effective teachers have exhibited each of these standards in the classroom. After the activity is completed, discuss the students' examples together as a class. Elaborate with additional examples of what students might observe in classrooms (e.g., teacher behaviors, classroom environment, school practices and policies) that illustrate the standards being implemented.
4. Divide students into pairs. Ask students to read the "Case Study." Using the draft Virginia Teaching Standards, students will fill in the "Case Study Analysis" to find examples of each standard in the case study. Have students find examples of as many standards as they can and write them in the first column. (Point out that some behaviors described in the Case Study may fit more than one standard.) Have students discuss their answers and why they chose them.
5. Have each pair find another pair with whom to work to analyze several classroom scenarios and discuss various ways that a highly effective teacher might handle each situation. If there is time, groups may wish to add their own scenarios. Each group will then conduct a role play of one scenario. Have the remaining members of the class critique the role play and suggest alternative ways an effective teacher could have handled the scenario by relating the suggestions to the Virginia Standards. The instructor may cut out and laminate the "Class Scenario" cards on the next pages for this activity.

### Assessment:

Students will select one of the role plays performed by their peers. They will write a two-to three-paragraph critique of the role play, addressing the following questions: With which Virginia Teaching Standard(s) did the response align (if any)? To what extent do you believe the response to this scenario was effective and appropriate? How might a highly qualified teacher have handled the scenario more effectively? Explain your answer. Use the assessment rubric to evaluate the role play analysis.

### Materials:

- PowerPoint: Continuous Improvement Model for Standards-Based Instruction and Assessment
- Handout: Draft Virginia Teaching Standards (check for updates on <http://www.pen.k12.va.us/VDOE/newvdoe/teached.html> under Guidelines)
- Handout: Case Study
- Worksheet: Case Study Analysis
- Class Scenario cards (can be laminated for future use)
- Chart Paper and Markers
- Assessment Rubric: Role Play Analysis

**Time:** 1 hour, 30 minutes



**Standards:**

III.1.3: Students will describe characteristics of an outstanding teacher.

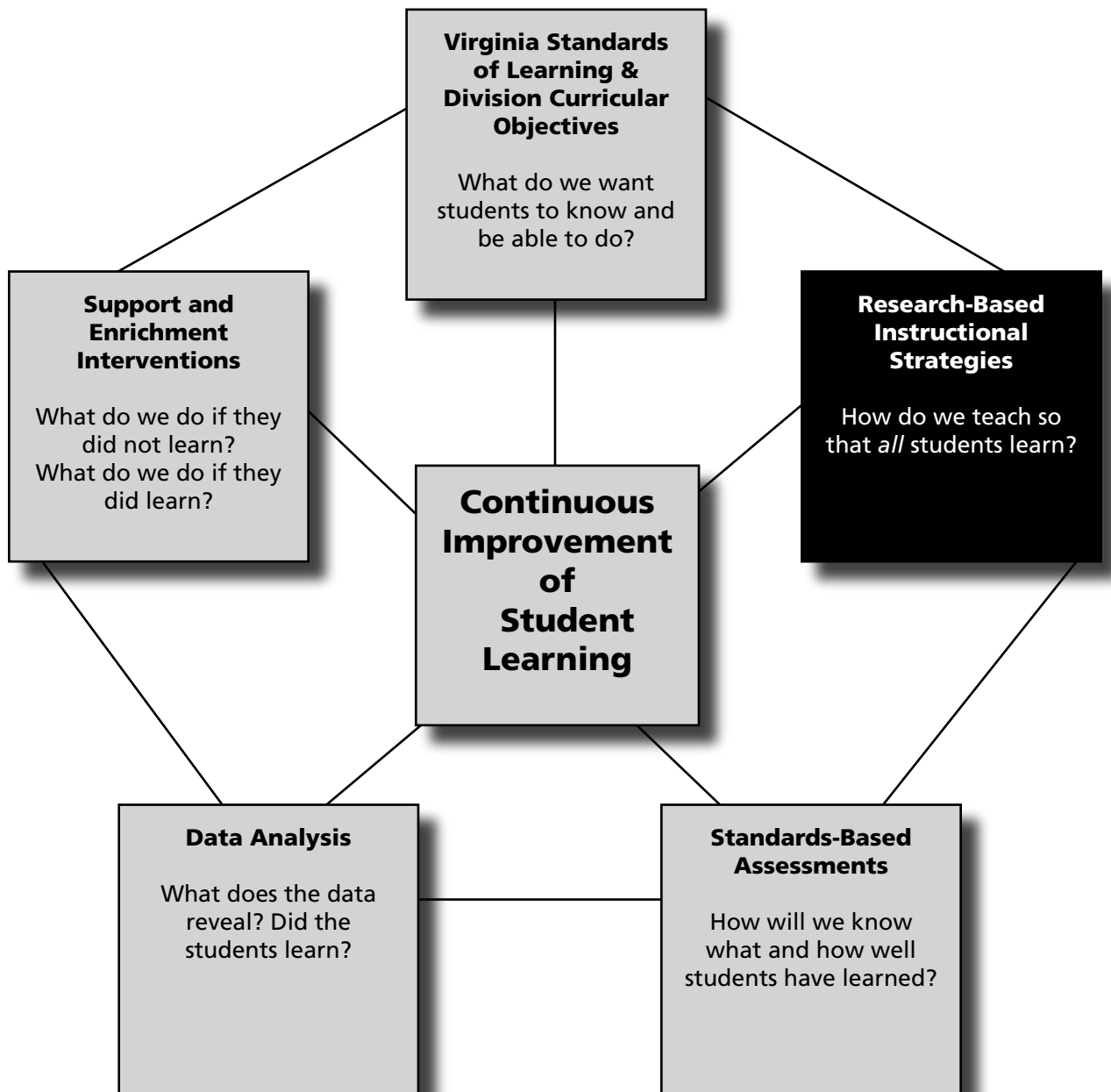
IV.1.1: Students will use appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom and with educational stakeholders.

IV.1.2: Students will develop expository and informational writings.



## Student Handout

# A Continuous Improvement Model for Standards-Based Instruction and Assessment







## DRAFT VIRGINIA TEACHING STANDARDS\*

<b>Standard One: Knowledge of Students</b> The teacher understands how students learn and develop and provides learning opportunities that support their intellectual, social, and personal development.
<b>Standard Two: Knowledge of Content</b> The teacher understands the central concepts, structures, and processes of the discipline(s) he/she teaches and creates learning experiences that make these aspects of subject matter meaningful to students.
<b>Standard Three: Planning, Delivery, and Assessment of Instruction</b> The teacher plans, delivers, and assesses instruction effectively.
3.1 The teacher designs coherent instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
3.2 The teacher plans instruction to achieve objectives that reflect the Virginia Standards of Learning and division curriculum guidelines.
3.3 The teacher differentiates instruction to accommodate the learning needs of all students.
3.4 The teacher uses materials, technology, and resources that promote the development of critical thinking, problem solving, and performance skills.
3.5 The teacher selects, evaluates, and adapts multiple methods and instructional strategies to engage students and enhance student learning.
3.6 The teacher uses appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.
3.7 The teacher communicates specific performance expectations and uses a variety of assessment strategies to plan instruction and to monitor and document student progress.
<b>Standard Four: Safe, Effective Learning Environment</b> The teacher establishes and maintains a safe and disciplined environment conducive to learning.
4.1 The teacher creates a safe and positive environment for students.
4.2 The teacher manages classroom procedures to maximize academic learning time to ensure continuous student engagement in learning.
4.3 The teacher develops and maintains rapport with students.
4.4 The teacher creates a supportive learning environment for all students that encourages social interaction, active engagement in learning, and self-motivation.
<b>Standard Five: Communication and Collaboration</b> The teacher establishes partnerships and collaborates with families, administrators, colleagues, and community members to promote and support student success.
5.1 The teacher works in partnership with families to promote student learning at home and in the school.
5.2 The teacher collaborates with administrators, colleagues, families, and community members to promote and support student success.
<b>Standard Six: Professionalism</b> The teacher models professionalism.
6.1 The teacher models professional and ethical standards, as well as personal integrity, in all interactions.
6.2 The teacher continually reflects on, evaluates, and seeks to improve his/her practice.
6.3 The teacher takes responsibility for and participates in a meaningful and continuous process of professional development.

\* For an updated version of these standards, see the Virginia Department of Education website at <http://www.pen.k12.va.us/VDOE/newvdoe/teached.html> under Guidelines.



### Case Study

It was 8:00 on a Tuesday morning and Mr. Price glanced around the sixth grade classroom. In just 10 minutes, students would begin to appear at the door and the morning stillness would give way to the sounds of students greeting one another. The schedule of classes was posted on the whiteboard along with instructions for the warm-up work that students were supposed to begin as soon as they hung their coats on hooks at the back of the room.

Jeff and Suzie had already sorted and neatly arranged the materials for the science lesson on the long table at the side of the room. Mr. Price's plan to keep these overly active and often bickering students busy was working well. Not only were they finally getting along better and not bothering the other students, but he now had two eager assistants to help organize the materials for the science lesson each day.

Mr. Price remembered that several of his students needed different warm-up activities. He walked to Paulo's desk to drop off the lesson he had developed with the help of the English as a Second Language (ESL) teacher, Mrs. Miller. The assignment would help Paulo learn the English vocabulary he would need to understand Mrs. Riddle's unit on the American Revolution. Mr. Price then placed a library pass on Andre's desk so he could finish the research on ecological biomes that he was doing in place of the class science unit he had already mastered.

Finally, Mr. Price stopped by Sarah's desk to leave her a note indicating that she should start the day at the computer. Even though Sarah still had trouble remembering her multiplication tables, Mr. Price had found a program that not only reinforced her math facts, but also helped Sarah understand the *concept* of multiplication. In this way, she could still take part in the problem-solving part of Mrs. McCreddie's math class. Figuring out ways to help his diverse students learn effectively was a challenging, but rewarding, process.

Mrs. Foreman, one of Mr. Price's colleagues on the sixth grade team, rushed in and thrust a CD into his hand. "I finished this last night," she said breathlessly as she hurried back out the door. "Thanks so much for pulling together all the resources for the literature unit all of us are teaching. I got to do the fun part!" Mr. Price was glad Mrs. Foreman thought preparing a multimedia presentation for the team was fun because he much preferred doing the background work. However, he was glad he had signed up for a technology class to learn more presentation strategies. Mr. Price had to admit that collaborating with his teammates made lessons better for the students and the teachers.

Mr. Price walked to the door of the classroom to greet each student with a smile as he or she walked into the room. "Thank you for calling my Mom last night to tell her I got a B on the test!" Shante beamed as she scurried in. "She's going to help me try to get an A next time."

Brad walked past sullenly without saying a word. Mr. Price looked at the smirking face of the next two boys to enter the room. "Brian and Jimmy," he said quietly to them. "Meet



me at the back table after announcements. I heard what you said to Brad on the way out of the building yesterday, and you know I will not tolerate that kind of behavior.”

Soon all of the sixth graders were in the room and seated. They worked quietly on their warm-ups until a voice on the public address system announced, “Please turn your televisions to Channel Three for the morning announcements.” Mr. Price smiled to himself. He thought about how difficult this had all seemed during his first year of teaching. Now, he realized there would always be new problems to resolve and some of them would seem insurmountable at first, but he was confident he would somehow figure everything out in the end.

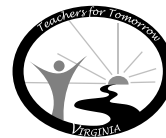


# Draft Virginia Teachers for Tomorrow Curricular Supplement

Name \_\_\_\_\_ Date \_\_\_\_\_

**CASE STUDY ANALYSIS**

Effective Practices Exhibited by This Teacher	Related Virginia Teaching Standard
	1. Standard One: Knowledge of Students
	2. Standard Two: Knowledge of Content
	3. Standard Three: Planning, Delivery, and Assessment (cite specific standard(s) below)
	4. Standard Four: Safe, Effective Learning Environment (cite specific standard(s) below)
	5. Standard Five: Professionalism (cite specific standard(s) below)



## Classroom Scenario Cards

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### Scenario 1

Amy has been wearing inappropriate clothing to her internship class for the last three sessions. The teacher, Mrs. Pataski, hasn't talked to her about it yet. Today, Amy shows up in a mini-skirt and halter top and Mrs. Pataski decides it is time to intervene.



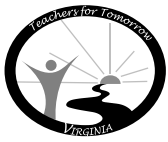
### Scenario 2

Derek is early to class every day, but since he comes there from lunch, he needs to go to the bathroom during the class time. He asks to go to the bathroom about 20 minutes into class. This is a habitual practice of Derek's. He misses a lot of instruction time because he is gone for 10 to 15 minutes at a time.



### Scenario 3

Sarah Jane has been absent for 10 days. When she returns to school, only one week remains in the grading period, and Sarah Jane has missed an important test and a major project due date. Although she is normally a pretty good student, her grade without these two assignments is currently an "F."



### Scenario 4

Randy has recently been hired in a part-time job and has to work until midnight four nights a week. He is falling asleep in most of his classes. His other teachers have all noticed and have discussed it—they feel that if Randy cares enough to learn, he will stay awake and pay attention in class. Randy is a senior and is getting ready to graduate, but if he fails his classes, he won't be able to graduate with the rest of his class.

### Scenario 5

Emilio often looks bored in class and today, like many days, he finished his work long before the other students. He has spent most of the rest of his class time bothering the girls in the row ahead of him. He has consistently earned A's on all the tests and assigned projects, and you suspect that the work is simply not challenging enough for him.

### Scenario 6

Since November, Darla's grades have suddenly dropped from a B+ to a D average. In class, she seems distracted and not herself. Ms. Gonzalez, her math teacher, finds out that Darla's parents are in the process of getting a divorce.

The students may come up with more scenarios of their own after they have acted these out.



### Assessment Rubric—Role Play Analysis

	Unacceptable	Fair	Good	Excellent
<b>Presentation</b>	Assignment handed in late. Ten or more careless spelling/grammar errors. No paragraph transitions. Disregard for spacing, margins, or length.	Five or more careless spelling/grammar mistakes. Awkward paragraph transition. Incorrect margins, length, or spacing.	Three or four careless spelling/grammar mistakes. Paragraphs hold together well. Margins, length, and spacing meet guidelines.	No careless spelling or grammatical errors. Paragraphs hold together well. 12-point font, 1-1.25" margins. Proper length (1-page) and spacing (double).
<b>Content</b>	Fails to address the required components	Addresses most of the components, but incomplete or not well developed.	Addresses all required components although could be more fully developed.	Fully addresses all required components, including alignment of role play to teaching standard(s), evaluation of role play, and recommendations for improving response.
<b>Critical Thinking and Synthesis of Information</b>	Little or no direct connection to readings and discussion; no evidence of understanding teaching standards.	Some concepts discussed in class are included in analysis but not deeply reflected upon. Poorly aligned with teaching standards.	Good connection with readings and discussion. Shows comprehension and some reflection about teaching standards.	Evidence of deep understanding of teaching standards and critical reflection on class readings and discussion. Recommendations are well-aligned with teaching standards.

Grade\_\_\_\_\_

Comments:







## Theme III: Experiencing the Classroom/Unit 1: Observation and Preparation

### Why Do We Assess?

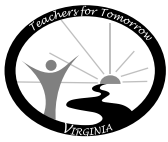
**Objective:** Students will be able to select appropriate assessments for a variety of purposes.

**Essential Question:** Why and how do we assess student learning?

**Assessment:** Given a particular purpose, students will be able to select an appropriate assessment.

### Activities:

1. Warm up with a series of questions for the class. *If riding a bike and swimming are not meaningful examples of activities for students in your school or community, create a similar set of questions based on a meaningful activity to which your students can connect.*
  - a. How many of you can ride a bike? As you were learning, how many of you skinned your knees, bashed your head, and generally risked your life to get from Point A to Point B on two wheels? Try to remember who helped you learn to ride. How did that person know you were ready to go out on your own?
  - b. How many of you know how to swim? How did your swimming teacher know that you knew how to swim? Why would it be important for your swimming teacher to be certain that you really knew how to swim? What are some clues that showed your teacher you might have needed another lesson?
2. Show the overhead of “A Continuous Model for Standards-Based Instruction and Assessment” (available on the V-TfT CD) and review what was learned in Unit II-1 about standards and assessment and in the Teacher Quality lesson in this unit. Indicate to students that today’s lesson will focus on standards-based assessments.
3. Ask students to think about how their teachers measure what they have learned in their classes. Conduct a one-minute brainstorm, listing on the board or easel paper the names of as many kinds of assessments as students can think of.
4. Distribute the “Different Assessments for Different Purposes” handout. Explain that teachers use different kinds of assessments to obtain different kinds of information for different purposes. Also remind students that no single assessment can capture everything a student knows and can do in regard to a particular objective. Effective teachers use multiple kinds of assessment to capture a more complete picture of what students know and to provide opportunities for students with different learning styles and needs to demonstrate what they know.



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5. In small groups or pairs, students will work together to match each assessment with the purpose(s) at the bottom of the page. Remind them that some assessments can be used for more than one purpose. (If students generated examples of assessments that are not on the list, they may add them at the bottom.) Discuss answers as a class.
6. Distribute the handout "How Teachers Measure What Students Know." Ask students to think of examples of assessments they have taken recently and identify what their teachers wanted to find out from each.
7. Class Discussion: Would you base a student's grade on a single assessment? Why or why not? On what basis have your teachers graded you in other classes?

### **Assessment:**

Students will select a topic they plan to teach to a class during their fieldwork. They will write a one-page summary including:

- The grade level
- The subject area and topic
- Their purpose(s) for assessing pupils
- Three kinds of assessments that could be used that would match these purpose(s)
- Why they would select these assessments

The one-page summary may be assessed using the assessment rubric.

### **Materials:**

- Overhead: A Continuous Improvement Model for Standards-Based Instruction and Assessment (Also available as a PowerPoint on the V-TfT CD)
- Handout: Different Assessments for Different Purposes
- Chart paper and markers
- Assessment Rubric: Selecting Assessments

**Time:** 45 minutes

### **Standards:**

III.1.5: Students will recognize effective teaching strategies.

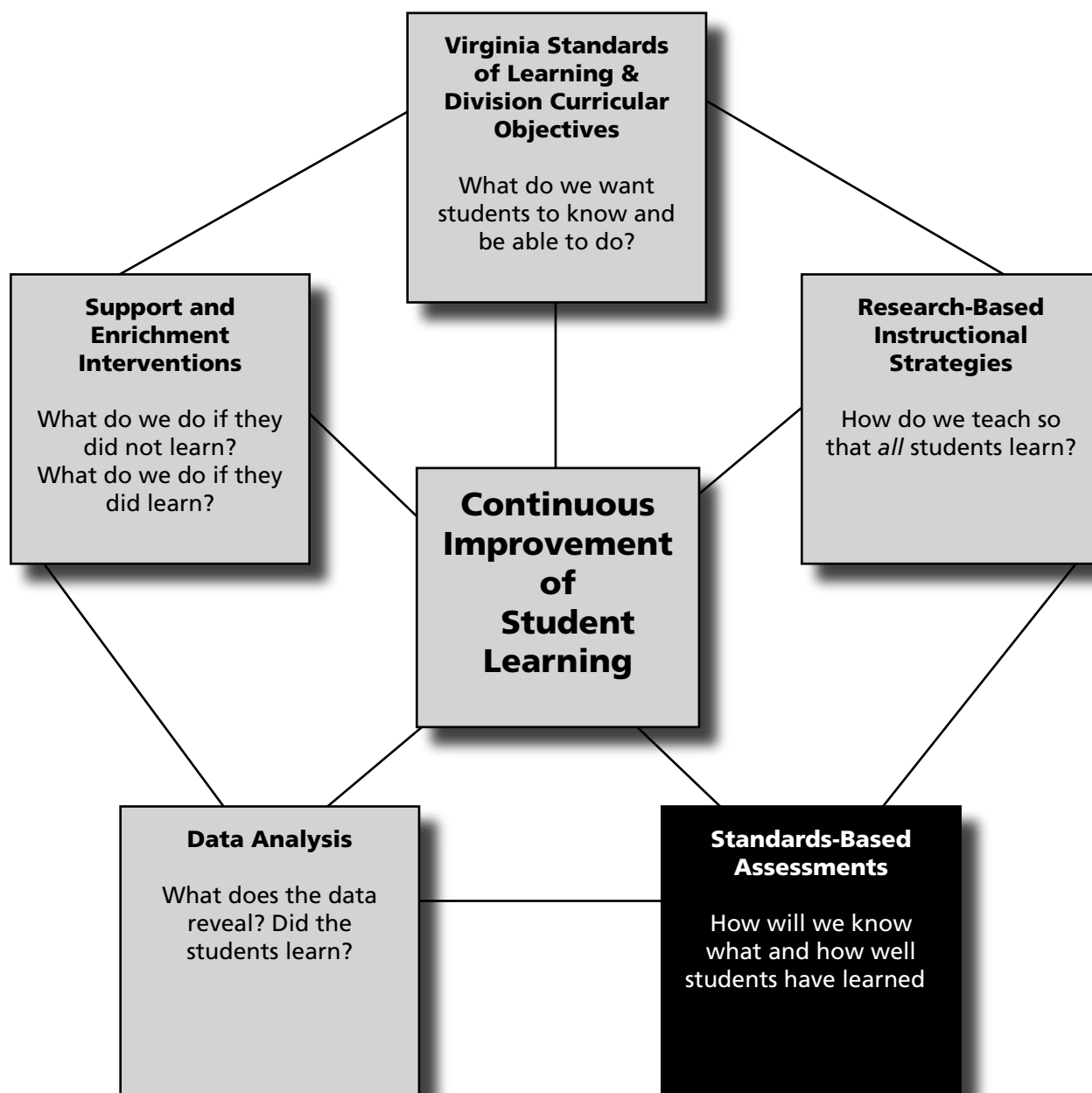
III.1.10: Students will identify different assessment techniques.

IV.1.2: Students will develop expository and informational writings.



## Student Handout

# A Continuous Improvement Model for Standards-Based Instruction and Assessment





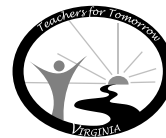
### Different Assessments for Different Purposes How Teachers Measure What Students Learned

Teachers assess their students for a variety of purposes. Some assessments are more appropriate for some purposes than for others. Investigate this with your group by matching each assessment in the left-hand column with the purpose(s) listed below. Write the letter of the purpose(s) in the right-hand column.

Assessment	Purpose(s)
Multiple choice tests	
Essay tests	
Quizzes	
Oral questions	
Written questions	
Projects	
Teacher observation of students	
Portfolios	
Homework	
Worksheets/handouts	
SOL tests	
National standardized tests	
Drafts of student work	
Learning logs/journals	
Discussions	
Labs	

#### Purposes of Assessment

- A. Are students making progress toward the objectives?
- B. Have students mastered the objectives of the unit?
- C. Have students met the requirements for promotion to the next grade or for high school graduation?
- D. Is there something that needs to be re-taught or taught in a different way?
- E. Are some students ahead of or behind the rest of the class?
- F. Do students remember key concepts or facts?
- G. Can students explain concepts, rationale, history, or other complex ideas?
- H. Can students demonstrate their knowledge orally?
- I. Can students develop and support an argument in writing?
- J. Can students perform a specific task or tasks?
- K. Do students have musical or artistic talent?
- L. Are students at this grade level meeting the national norms?
- M. Is the grade level, school, or school division doing a good job of educating students?
- N. Are some groups in the school division or state falling behind on the grade-level standards?



## Assessment Rubric— Aligning Assessments with Instruction

	Unacceptable	Fair	Good	Excellent
<b>Presentation</b>	Assignment handed in late. Ten or more careless spelling/ grammar errors. No paragraph transitions. Disregard for spacing, margins, or length.	Five or more careless spelling/ grammar mistakes. Awkward paragraph transition. Incorrect margins, length, or spacing.	Three or four careless spelling/ grammar mistakes. Paragraphs hold together well. Margins, length, and spacing meet guidelines.	No careless spelling or grammatical errors. paragraphs hold together well. 12-point font, 1-1.25" margins. Proper length (1-page) and spacing (double).
<b>Content</b>	Fails to address the required components	Addresses most of the components, but incomplete or not well developed.	Addresses all required components although could be more fully developed.	Fully addresses all required components, including grade level, subject area and topic, purposes of assessing, three suggested assessments, and reasons for selections.
<b>Alignment of assessments</b>	Assessments selected are inappropriate for purpose(s).	Assessments not well-selected for purpose(s).	Two of the three assessments generally well-selected for purpose(s).	All three assessments are well-selected for purpose(s).

Grade\_\_\_\_\_

Comments:



## Theme III: Experiencing the Classroom/Unit 1: Observation and Preparation

### Assessment: How Will We Know They Learned?

**Objective:** Students will write appropriate assessment statements to determine what pupils know.

**Essential Question:** How do we know students have learned what they were supposed to learn?

**Assessment:** Given an objective, students will be able to write an assessment statement that demonstrates whether pupils have mastered the objective.

### Activities:

1. Ask students to generate a list of chores that they usually do after school. Guide them to include activities in which they are trying to accomplish a task such as gassing up the car, baking cookies, babysitting for a younger sibling, or shopping for a comfortable pair of shoes. Ask them how they know when they are successful at each task. Explain that these are examples of informal ways we can find out what someone knows or is able to do. For school purposes, teachers need to make explicit their expectations for what students will learn and how they will be assessed. In this lesson, students will learn how to write assessment statements that provide clear expectations based on the lesson objectives.
2. Ask students to remember when they studied the Civil War in American History class. Tell students to work with a partner and have them jot down at least 10 things about the Civil War that their teachers expected them to remember. (Note: *The purpose of this activity is to illustrate appropriate assessment strategies for measuring what students have already mastered. It is not a quiz on their knowledge of the Civil War. Another topic that all of the students have studied would work just as well.*) After three minutes, call on students to share their lists with the class. Write their answers on chart paper.
3. Once the class has generated enough answers, ask students to help you organize them into themes such as:
  - a. Major battles
  - b. Causes of the war
  - c. Individuals of historical importance
  - d. The effects of the war on the South
  - e. Differences in the cultures of the Northern and Southern states
4. Distribute the “How Teachers Measure What Students Know” handout, and ask students to fill in the left-hand column with the themes that were generated. Ask the students, “How did your teachers know what you knew and were able to do



after learning about this topic?" Together as a class, generate clear assessment statements in the right-hand column for each theme. (Instructors may have to provide students with one or two examples.) Guide students to evaluate and refine these statements so that they are based on observable behaviors.

Example 1:

- Theme: Major battles.
- Type of Assessment: Essay question
- What students will know/be able to do: Students will identify and describe at least five major battles.

Example 2:

- Theme: Causes of the war
- Type of Assessment: Multiple-choice test
- What students will know/be able to do: Students will identify at least three causes of the war.

5. Distribute a second copy of "How Teachers Measure What Students Know." Divide students into groups of four or five and ask each group to decide on another broad topic the entire group is familiar with. Groups will list at least five themes related to their selected topic in the left column of the graphic organizer. In the right-hand column, students will generate a clear statement of what students will know/be able to do regarding this topic.

## **Assessment Activity:**

Students will take the Assessment Activities Quiz.

## **Materials:**

- Handout: How Teachers Measure What Students Know (two copies per student)
- Assessment: Assessment Activities Quiz
- Chart paper and markers

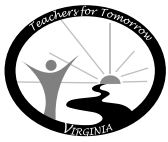
**Time:** 45 minutes

## **Standards:**

I.1.2: Students will be able to work cooperatively with others.

III.1.10: Students will identify different assessment techniques.

IV.1.1: Students will use appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom and with educational stakeholders.



### How Teachers Measure What Students Know

Think of four or five assessments you have taken recently (e.g., multiple choice test, quiz, project). Try to include a variety of assessments. List the lesson theme in the first column. In the second column, list the type of assessment and its purpose (use the list of purposes from the previous lesson). For each assessment, jot down your ideas for what knowledge or skills your teacher might have wanted students to demonstrate (what students will know/be able to do).

Theme	Type of Assessment(s)/ Purpose	What Pupils Will Know/ Be Able to Do





Student Name \_\_\_\_\_ Date \_\_\_\_\_

**Assessment Activities Quiz**

**Directions:** For each of the following lesson objectives, provide a brief statement of what pupils will know and be able to do at the end of the lesson.

Lesson Objective	What Pupils Will Know/Be Able To Do
1. Students will prepare a healthy and tasty meal for a group of friends before a football game.	
2. Students will plan a party for the principal complete with appropriate food, decorations, and music the principal would like.	
3. Students will improve the visual appeal of their parents' car for \$50 or less.	
4. Students will organize a fundraising event to raise money for the school band trip.	
5. Students will deliver a welcome address for the state governor at a special election assembly.	



### Theme III: Experiencing the Classroom/Unit 1: Observation and Preparation

#### Assessment for Learning ... Reaching All Students

**Objective:** Students will describe how assessments inform educational practice in the classroom.

**Essential Questions:** How does assessment support student learning? What can teachers learn from student assessments that would help them address the needs of all of their students?

**Assessment:** Students will interpret results from four SOL test questions to identify the concept and related standard, make generalizations about what pupils still need to learn, and prepare recommendations for future teaching.

#### Activities:

1. Open class with the following discussion questions. Guide discussion to review the concept that assessment is part of an educational process, rather than an end in itself.
  - What can the performance of a student on an assessment tell a teacher about student learning?
  - What would it mean if the entire class did poorly on an assessment or part of an assessment?
  - What could school personnel learn from looking at patterns of assessment outcomes across the whole school?
  - What if some groups performed more poorly than others (e.g., by race/ethnicity, socioeconomic class, gender)?
  - How can teachers use the results of assessments to improve student learning?

#### Teacher Notes:

1. Teachers use the results of assessments to inform educational planning and practice for individual students, classes, and entire schools. Collection and interpretation of assessment data are professional responsibilities for teachers.
2. Teachers must be aware of underlying issues that might contribute to the performance gaps among various student racial, ethnic, gender, and socio-economic groups. However, group performance can never predict individual behavior. Effective teachers hold high expectations for all students and address each student as an individual with his or her own life history, experiences, prior knowledge, and approach to learning.
3. Post-assessment instructional strategies should address the needs of students who have already mastered content, as well as those who have not yet shown mastery. For advanced students, teachers might provide enrichment and extension activities; for students who have not yet shown content mastery, the teacher would provide corrective activities and/or group students for re-teaching. Students who show patterns of difficulty in learning might be performance-grouped for skill-building activities (e.g., to enhance reading or math skills), but grouping should be flexible. Teachers should be careful not to “peg” students into permanent categories by ability. Peer tutoring and cooperative learning, in which students who have mastered content work with those who have not, are also effective strategies.



2. Cooperative Activity: Organize students into small groups. Have groups review the “Examining Assessment Results” handout and discuss the identified SOL questions. Explain that the handout illustrates a hypothetical case in which these questions were missed by a majority of the students. Groups should discuss test results for the class and how these relate to the target standard. The teacher should guide the group discussion with the following questions:
  - What can we learn about individual students from their profiles that could help you as a teacher more effectively support each student’s learning and improve SOL test results?
  - What patterns of outcomes can you detect for various topics?
  - What concepts do the test items relate to?
  - What generalizations can you make about students’ knowledge or understanding of this concept?
  - What conclusions might you draw from the test results for the entire class?
  - How would you know what kinds of testing accommodations your students might need?
  - Why would it be important to understand your students’ different cultural backgrounds in order to support their achievement?
  - What else would you need to know about your students to be able to make informed decisions about your next steps?

Groups should discuss and orally report possible next steps the teacher can take to plan instruction for these students.
3. Application: Hand out “Effective Practices Used in Schools with Good SOL Test Results.” Discuss with students what each of the listed practices would look like.
4. Have students go to <http://www.pen.k12.va.us/VDOE/src/> and review the school report card for an elementary or middle school where students will be conducting their field work. (If the school is very small, pick another school with a large enough student body to see patterns of outcomes.) Demonstrate how to look for AYP results for the school as a whole, by subgroups, and by grade level. Have groups list areas of concern for the school by completing the graphic organizer on “School Assessment Goals.” As a class, discuss how teachers might use these results at the classroom and/or school level. What else would teachers and administrators need to know to plan for appropriate changes?
5. Optional Extension: Invite the person responsible for collection, interpretation and dissemination of student achievement data in your school division to visit the class to share information on data collection, interpretation, and action at the division level.

**Assessment:**

Students complete the “Using Assessment Results” worksheet in cooperative learning groups and individually. Teacher looks for evidence that students have aligned the identified concept, related standard, generalization, and recommendations for future teaching.



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Optional additional assessment: Students complete the “School Assessment Goals” in cooperative learning groups and individually. Teacher looks for evidence that students have used data to identify areas of concern and suggested appropriate interventions based on class discussion and reading.

### **Materials:**

- Handout: Examining Assessment Results
- Student Worksheet: Using Assessment Results
- Handout: Effective Practices Used in Schools with Good SOL Test Results
- Student Worksheet: School Assessment Goals

**Time:** 2 hours

### **Standards:**

III.1.6: Students will identify elements of an effective lesson for all learners.

III.1.10: Students will identify different assessment techniques.

VI.1.1: Students will use appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

IV.1.2: Students will develop expository and informational writings.



## Examining Assessment Results

**Directions:** After having students take a sample SOL exam at the end of the quarter grading period, you (the teacher) review the results to determine what students know, understand, and are able to do. Following is a list of frequently missed SOL questions and related standards for your class. After examining the list, discuss with your group how you would use this information to help you plan future instruction. Use the Using Assessment Results graphic organizer to organize your ideas.

SOL Question Frequently Missed by Your Fifth-Grade Students	Target Standard of Learning for the Question
<p>16. 1.725 divided by 3 =</p> <ul style="list-style-type: none"> <li>a. 0.0512</li> <li>b. 0.0575</li> <li>c. 0.512</li> <li>d. 0.575</li> </ul>	<p>5.4 The student will find the sum, difference, and product of two numbers expressed as decimals through thousandths, using an appropriate method of calculation, including paper and pencil, estimation, mental computation, and calculators.</p>
<p>29. The Chesapeake Bay is important to the larger ocean ecosystem because –</p> <ul style="list-style-type: none"> <li>a. it is the largest habitat for blue crabs in the United States</li> <li>b. it provides spawning grounds, nursery beds, and feeding grounds for many species of ocean creatures</li> <li>c. it serves as the winter home for tundra swans, Canada geese, and a variety of other ducks</li> <li>d. some species of freshwater fish come down from the rivers to spawn in the bay</li> </ul>	<p>5.6 The student will investigate and understand characteristics of the ocean environment. Key concepts include geological characteristics (continental shelf, slope, rise); physical characteristics (depth, salinity, major currents); and biological characteristics (ecosystems).</p>
<p>37. To find a picture of buckskin, the best place to look is —</p> <ul style="list-style-type: none"> <li>a. in a rhyming dictionary</li> <li>b. in a thesaurus</li> <li>c. in an atlas</li> <li>d. on the Internet</li> </ul>	<p>5.4 The student will read fiction and nonfiction with fluency and accuracy.</p> <ul style="list-style-type: none"> <li>a. Use context to clarify meaning of unfamiliar words.</li> <li>b. Use knowledge of root words, prefixes, and suffixes.</li> <li>c. Use dictionary, glossary, thesaurus, and other word reference materials.</li> </ul>
<p>48. The scales below show the weights, in grams, of four soil samples. Which of the following is true about the weights of the soil samples?</p> <ul style="list-style-type: none"> <li>a. <math>2.61 &lt; 2.09</math></li> <li>b. <math>2.74 &lt; 2.58</math></li> <li>c. <math>2.09 &lt; 2.61</math></li> <li>d. <math>2.58 &lt; 2.09</math></li> </ul>	<p>5.1 The student will</p> <ul style="list-style-type: none"> <li>a. read, write, and identify the place values of decimals through thousandths;</li> <li>b. round decimal numbers to the nearest tenth or hundredth; and</li> <li>c. compare the values of two decimals through thousandths, using the symbols <math>&gt;</math>, <math>&lt;</math>, <math>=</math>.</li> </ul>



Name \_\_\_\_\_ Date \_\_\_\_\_

**Using Assessment Results**

**Directions:** For each SOL question, identify the target SOL and the related concept. Then generalize what the teacher can learn from student difficulties on this question, and develop a recommendation for future instruction.

VA SOL Question #	Target SOL	Related Concept	Generalization for the Teacher	Recommendations for Future Teaching



## **Effective Practices Used in Schools with Good SOL Test Results**

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### **Strong and Stable Principal Leadership**

Principal serves as instructional leader, sets vision and tone, and has teaching experience.

### **Environment Conducive to Learning**

School motivates students, sets high expectations, and addresses disruptive behavior.

### **Effective Teaching Staff**

School recruits strong teachers, provides them with professional development to grow and address weaknesses, and takes action to address ineffective staff.

### **Data-Driven Assessment of Student Weaknesses and Teacher Effectiveness**

School uses SOL and practice test results to identify individual student and group weaknesses, and to identify teachers who are struggling.

### **Curriculum Alignment, Pacing, and Resources**

School aligns course materials with SOL objectives, develops schedule for teaching materials in a given timeframe, and offers resource guides to supplement teaching.

### **Differentiation in Teaching**

School alters content of instruction based on students' needs and attends to students' preferred learning styles.

### **Academic Remediation**

School offers academic assistance in addition to regular class time with individual tutors or small-group work.

### **Teamwork, Collaboration, and Vertical Integration**

School encourages teachers to plan lessons and tests, pace instruction, and analyze test data together, and there is coordination across grade levels within a school.

### **Structure and Intensity of School Day**

School maximizes time spent on instruction.

Source: JLARC staff analysis based on interviews with school principals. "Review of Factors and Practices Associated with School Performance in Virginia," Joint Legislative Audit and Review Commission of the Virginia General Assembly (Richmond, 2004), p. vii.



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Name \_\_\_\_\_ Date \_\_\_\_\_

### School Assessment Goals

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School \_\_\_\_\_

**Directions:** Use this chart to take notes on what you read about this school on the Virginia Department of Education School Report Card website <http://www.pen.k12.va.us/VDOE/src/>. Indicate (Y/N) whether AYP was met for English, math, and science SOLs at each level (overall school, grade level, subgroups). Under areas of concern, list grade levels and/or subgroups that did not make AYP.

	English	Math	Science	Areas of Concern
Overall school				
By grade level				
By subgroup				

### Discussion Questions

1. Are there achievement gaps among subgroups of students?
2. What could be done to address some of the areas of concern?





## Theme III: Experiencing the Classroom/Unit 1: Observation and Preparation

### Ready, Set, Go Teach

**Objective:** Students will be able to prepare and present a lesson plan that aligns to the Virginia Standards of Learning (SOL) and addresses a variety of learning styles.

**Essential Questions:** How do teachers prepare lesson plans that are both aligned to the Standards of Learning and that incorporate instructional techniques that meet students' needs?

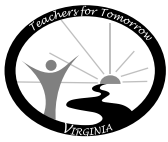
**Assessment:** Students will critique and adapt an SOL lesson plan that they could teach during their fieldwork.

### Activities:

1. Remind students that they have seen and investigated SOL resource materials available from the Virginia Department of Education website, studied a variety of ways that students learn (see Teacher Cadets pp. I-2-1 to 13), and developed an understanding of the Standards of Learning. They will now put into action what they have studied.
2. Lead the students in a Think-Pair-Share activity using the handout "Sample SOL Lesson Plan: Science Grade 1 Let's Plant Some Seeds of Knowledge."
3. Distribute the lesson plan and the "Rate Your Lesson Plan" rubric. Allow students to examine the lesson, reflecting upon the questions in the left-hand margin. Then ask students to individually evaluate the sample lesson plan.
4. Tell students to share with a partner what they thought about the plan. Partner 1 will share for three minutes without interruptions, then switch roles and Partner 2 will share without interruptions.
5. Emphasize that although there are many pre-prepared lesson plans available from a variety of sources, it is always important to critically review the lesson and adapt it to meet the specific needs of the children in their classroom.
6. Optional extension activity: Students choose a Standard of Learning and plan a 30-minute lesson using the lesson plan template.
7. Students will fill out exit cards indicating one thing they will remember from today's lesson and one question they still have about preparing lesson plans.

### Assessment:

Students will select an SOL lesson they might teach. They will use the "Rate Your Lesson Plan" worksheet to review and critique and then adapt it for the students they will be teaching.



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### Materials:

- Handout: Sample SOL Lesson Plan: Science Grade 1 "Let's Plant Some Seeds of Knowledge,"
- Chart paper/markers
- Student Worksheet: Standards of Learning Lesson Plan Activity and Lesson Plan Format
- Handout: Explanation of Lesson Plan Format
- Student Worksheet: Rate Your Lesson Plan

**Time:** 1 hour, 30 minutes

### Standards:

III.2.2: Students will provide developmentally appropriate learning activities for groups and individual learners.

III.2.3: Students will accommodate major physical, social, and personal challenges that impede successful learning.

III.2.4: Students will apply knowledge of learning styles, multiple intelligences, and Bloom's Taxonomy to instruction and assessment.

III.2.5: Students will plan and deliver a lesson for all learners.



## Sample SOL Lesson Plan: Science Grade 1 “Let’s Plant Some Seeds of Knowledge”

<b>Organizing Topic</b>	Investigating Plants
<b>Overview</b>	The student will investigate and understand that plants have life needs.
<b>Related Standards of Learning &amp; Essential Skills/ Understanding</b> What does 1.4 a. mean? How can you find it?	1.4 a.
<b>Objectives</b> Is the objective stated clearly? Can it be measured or observed? How will you ensure that the vocabulary words are mastered?	The students should be able to: <ul style="list-style-type: none"> <li>• identify what a plant needs to live (food, air, water, light, and a place to grow)</li> <li>• conduct simple experiments/investigations related to plant needs by changing one variable (food, air, water, light, or place to grow) at a time. <b>Students do not need to know the term variable.</b></li> </ul>
<b>Materials</b> Why is this section of a lesson plan important?	<ul style="list-style-type: none"> <li>• Plastic cups with holes punched in the bottom — one per student</li> <li>• Potting soil</li> <li>• Tray for collecting excess water</li> <li>• Quart-size plastic zip bags</li> <li>• Seeds that will germinate</li> <li>• Measuring cups and/or tablespoons</li> <li>• Watering can</li> <li>• Child’s wheelbarrow or tote bag</li> <li>• Paper towels</li> <li>• “Observation Chart for Seed Needs,” teacher resource, (p. 76 c)</li> <li>• “Songs” (p. 76 d)</li> <li>• “My Journal Template, teacher resource (p. 76 e)</li> <li>• <i>Fran’s Flower</i> by Lisa Bruce (optional)</li> </ul>



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Instructional Activity	Contents/Teacher Notes
What is the purpose of the introduction?	<p>Plants can be a lot of fun to study. With a minimum amount of preparation, experiments can be set up to help students truly experience scientific investigation. To prevent over-watering plants, consider using a measuring tool to predetermine and control the amount of water provided to a plant. Also, set up a schedule to determine the times for watering. When conducting experiments, only one variable may change at a time in order to make the results valid; keep all other variables (e.g., type of soil, type of container, position of plant, and so forth) constant.</p> <p><b>Introduction</b> Bring to class a child's wheelbarrow or tote bag filled with clay/plastic pots, potting soil, watering can, and seed packages. Introduce the lesson by saying, "From looking at the things I have, can you predict what I might be getting ready to do?" Wait for answers. Then tell students that today each one of them will plant something. Ask the students how many of them have planted something. Wait for responses. Tell students that they are going to observe how plants grow.</p>
What is the purpose of the warm-up activity?	<p><b>Procedure</b> <i>Warm-up Activity: Fran's Flower</i></p> <ol style="list-style-type: none"> <li>1. Tell students before they get started, you want to read them a story about Fran and her plant. If you cannot get a copy of <i>Fran's Flower</i>, by Lisa Bruce, you may want to just summarize the story. <ul style="list-style-type: none"> <li>• Fran is determined to get her flower bud to grow. But what do you feed a fussy flower? Fran figures that the flower will flourish on her own favorite foods—pizza, spaghetti, even strawberry ice cream! But the stubborn bud refuses to bloom. Finally, Fran discovers that a meal fit for a girl isn't necessarily a meal fit for a flower.</li> </ul> </li> <li>2. Solicit responses to why Fran's flower did not grow. What did she feed her plant in the beginning of the story? Why did her plant begin to grow? What do you need to grow? Discuss that all living things need certain things to grow.</li> <li>3. Do an informal assessment by asking students what plants need; list their ideas on chart paper and post in the room.</li> </ol>
How do the activities actively engage students?	<p><b>Activity 1: Plant Needs</b></p> <ol style="list-style-type: none"> <li>1. Select a type of bean seed that grows quickly. Tell the students that they will be doing a plant experiment for about two weeks.</li> <li>2. Prepare a plastic cup for each student by punching small holes in the bottom to allow for drainage and filling the cups with potting soil. Give each child three beans to plant approximately one inch below the surface of the soil.</li> <li>3. Select places in the room to label "No Air," "No Water," "No Light," "No Soil." Guide students to plan setups based on materials available in the classroom. For example, for the experiment with "No Air," the seeds, soil, and water can be placed in plastic zip bags with the air squeezed or sucked out and then taped to a window. Be sure that in each location, only the one applicable plant need is withheld from the seeds, and that the other three needs are supplied.</li> <li>4. On a large sheet of poster paper, create the "Seed Needs" (see p. 76 c) observation chart. Ask the children to predict what will happen to the seeds in each place. Record their responses. Most of them will probably think that some of the seeds will not sprout at all. Have the students observe and record the amount of sprouting and root growth (if visible) over a two-week period. Record their observations on the "Seed Needs" chart.</li> <li>5. Discuss plant needs on the basis of the children's observations of the experiment. Which seeds grew the most? Which grew the least? Which needs seemed to be the most important? Which needs seemed the least important? Record the students' conclusions on the "Seed Needs" chart.</li> <li>6. Use a song to reinforce what students have learned. See songs, "Do You Know What Seeds Need," and "What Plants Need," p. 76 d</li> </ol>
Are the activities logically sequenced?	
Are the activities grade appropriate? If not, how can they be adapted?	
How could the instructor model required procedures and/or products?	
What questions and activities require higher order thinking skills?	
What new skills may students be learning? Has the teacher provided time for guided practice?	
Why is it important to include activities such as songs, games, and art projects?	
What is the purpose of a closure activity?	



<p><b>Sample Assessment</b> Does this assessment align well with the objective</p>	<p>All students will complete a Plant Journal in which they will record the life of their plant. Have the students write sentences to explain their observations and/or discoveries. See handout, "My Journal Template," p. 76 e</p>
<p><b>Follow-up/Extension</b> What additional follow-up activities could be developed for this lesson?</p>	<p>Have the students read stories and books about plants.</p>
<p><b>Resources</b>  What activities are incorporated so that students with different learning needs are able to meet the standard?</p>	<p><u>Literature Connections:</u>  <i>The Magic School Bus Plants a Seed</i> by Joanna Cole (Advanced)  <i>Oh, Say Can You Seed?</i> by Bonnie Worth (Advanced)  <i>The Tiny Seed</i> by Eric Carle (Average)  <i>I'm a Seed</i> by Jean Marzollo, (Easy)  <u>Additional Resources:</u>  <i>Outstanding Science Trade Books for Students K-12</i>. National Science Teachers Association (NSTA). <a href="http://www.nsta.org/ostbc">http://www.nsta.org/ostbc</a>.  <i>Search for Literature: Literature for Science and Mathematics</i>. California Department of Education. <a href="http://www.cde.ca.gov/ci/sc/ll/ap/searchlist.asp">http://www.cde.ca.gov/ci/sc/ll/ap/searchlist.asp</a>. Website with searchable database.</p>

Adapted from "Fun With Plants," Science Standards of Learning: Enhanced Scope and Sequence, Grade 1, Virginia Department of Education, 2005, pp. 15-20. Available from: <http://www.pen.k12.va.us/VDOE/EnhancedSandS/scigrade1.doc>



## Observation Chart for Seed Needs

(Plant three seeds in each cup)

What happens if a seed has:	Soil, Water, Light, but No Air?	Soil, Light, Air, but No Water?	Soil, Air, Water, but No Light?	Air, Water, Light, but No Soil?	Air, Water, Light, & Soil?
Prediction: What will you observe on day 12?					
Observation-1 <sup>st</sup> Day					
Observation-4 <sup>th</sup> Day					
Observation-8 <sup>th</sup> Day					
Observation-12 <sup>th</sup> Day					



## Songs

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### **Do You Know What Seeds Need?**

Sung to the tune of "The Muffin Man"

Oh, do you know that seeds need soil,  
Seeds need soil, seeds need soil?  
Oh, do you know that seeds need soil  
To grow and grow and grow?

Oh, do you know that seeds need rain,  
Seeds need rain, seeds need rain.  
Oh, do you know that seeds need rain  
To grow and grow and grow?

Oh, do you know that seeds need sun,  
Seeds need the sun, seeds need sun?  
Oh, do you know that seeds need sun  
To grow and grow and grow?

### **What Plants Need?**

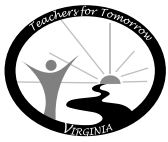
Sung to the tune of "All around the Mulberry Bush"

Little plant, oh what do you need,  
What do you need, what do you need?  
Little plant, what do you need  
To grow big and strong?

I need water to stand up tall,  
Stand up tall, stand up tall.  
I need water to stand up tall  
To grow up big and strong?

I need sun to make my food,  
Make my food, make my food.  
I need sun to make my food  
To grow up big and strong.

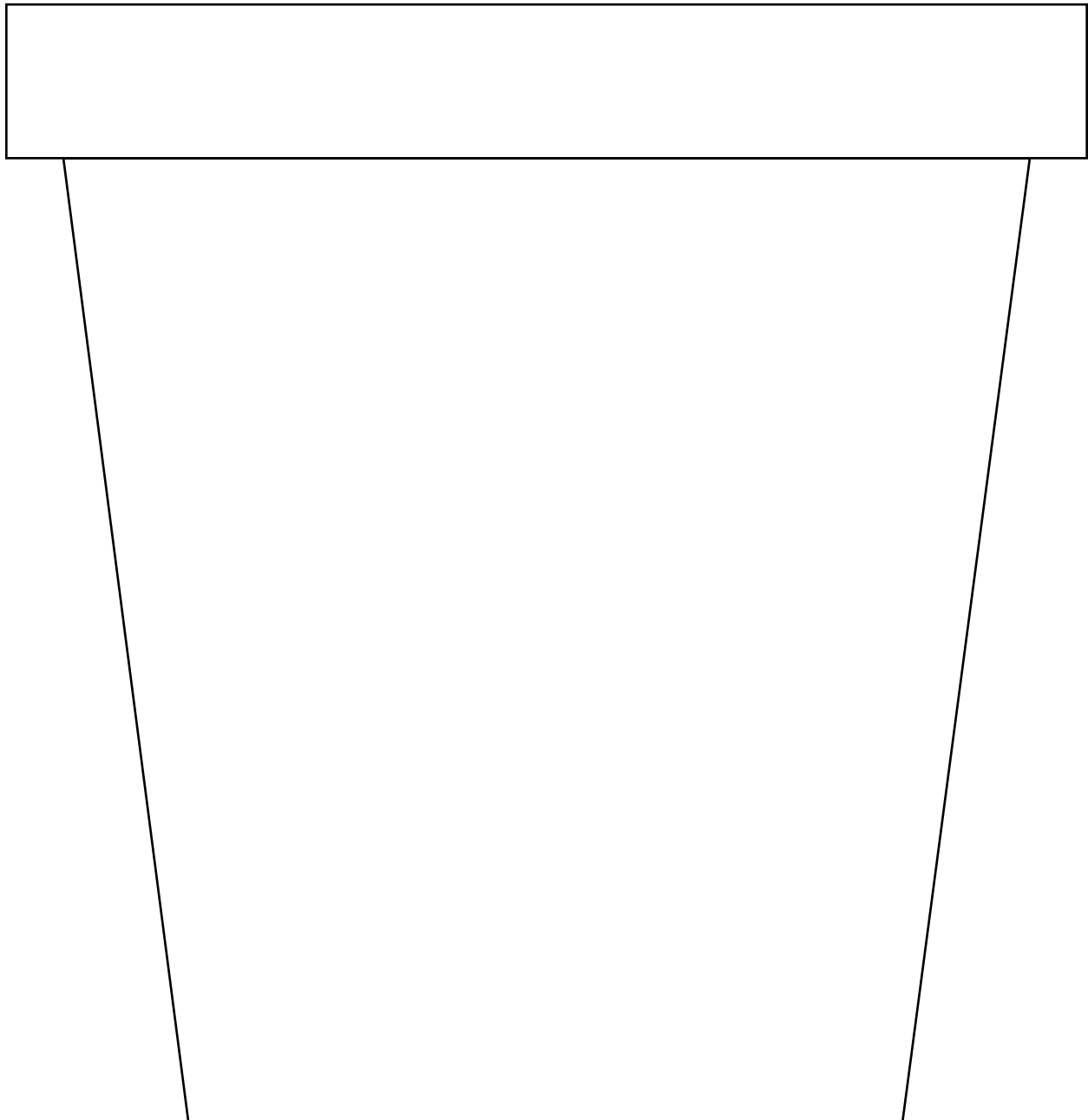
I need soil for roots and stems,  
Roots and stems, roots and stems.  
I need soil for roots and stems  
To grow up big and strong.



### My Journal Template

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Trace and cut from one sheet of tan construction paper folded to make front and back cover, with white paper inserted in the center for writing. Staple at the top of the flowerpot to make the book. Add title to the cover. (Name's Flower)





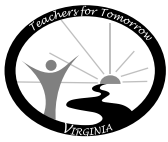


## Self-Assessment Rubric: Rate Your Lesson Plan

Name \_\_\_\_\_ Date \_\_\_\_\_

Lesson Plan Title \_\_\_\_\_ Grade Level \_\_\_\_\_

	Got It! 3 Stars ★ ★ ★	On the Way! 2 Stars ★ ★	Not There Yet! 1 Star ★
Lesson addresses Virginia Standards of Learning or division curriculum objectives			
Objective(s) stated clearly and can be measured/observed			
Key vocabulary and concepts identified and explained			
Materials listed and easy to obtain.			
Introduction catches students' attention			
Introduction activates students' prior knowledge			
Activities actively engage students and are grade appropriate			
Lesson follows a sequential order			
Questions and activities activate higher order thinking skills			
Instructor demonstrates procedures and shares models of products			
Students provided time for guided practice			
Activities address various learning styles			
Accommodations provided, as needed			
Closure activity summarizes learning			
Follow-up/extension activities are included			
Assessment is clearly stated and measures the objective			
Total			



### Standards of Learning Lesson Plan Activity

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#### Directions:

1. Select a lesson from the VDOE Enhanced Scope and Sequence found at <http://www.pen.k12.va.us/VDOE/EnhancedSandS/>.
2. Think about a group to whom you might teach the lesson after making adaptations based on the critique. Describe in three or four sentences the students with whom you will be working.
3. Using the attached Standards of Learning Lesson Plan Format, write an adapted lesson plan for the group of students you described based on the VDOE lesson you critiqued.
4. Share your written lesson plan with a classmate. Critique the lesson plan using the "Rate Your Lesson Plan" self-assessment rubric. Discuss the lesson plans with your partner.



Name \_\_\_\_\_ Date \_\_\_\_\_

**Standards of Learning Lesson Plan Format**

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Standard(s) of Learning	
Objective	
Key Vocabulary/ Concepts	
Materials	
Introduction	
Instructional Activities	
Accommodations, if necessary	
Closure Activity	
Assessment	
Follow-Up	
Resources	



### Explanation of Lesson Plan Format

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Standard(s) of Learning	Which Standard(s) of Learning will be the focus of this lesson?
Objective:	At the conclusion of the lesson, what should the student know and/or be able to do?
Key Vocabulary/ Concepts	What are the important vocabulary words and concepts that will allow students to access the meaning and importance of the lesson?
Materials	What supplies does the teacher need for the lesson? Are there any supplies the students need to provide?
Introduction	Does the introduction grab students' interest? Does it activate prior knowledge or link to students' personal interests? Teachers may pose a thought-provoking question, pique interest with an artifact, or tell an engaging story.
Instructional Activities	Do the activities engage students in the learning process and are they grade appropriate? Do they follow a logical sequence and include opportunities for the teacher to demonstrate procedures and model final products? Does the lesson plan focus on several key questions and activities that activate higher order thinking skills? Is there time provided in the lesson for students to practice new skills under the guidance of the teacher? Finally, does the lesson accommodate a variety of learning styles, including visual, auditory, and kinesthetic learners?
Accommodations, if necessary	Does the lesson also provide activities that can be accessed by students with physical, social, or personal challenges (as needed)?
Closure Activity	Is there a closure activity that brings the lesson to a logical ending? Does it involve students in summarizing new knowledge or discussing how they will apply new skills?
Assessment	Does the lesson plan include a way to measure whether the students have met the objective(s)? Does it also include an evaluation tool that measures students' proficiency level in mastering the objective?
Follow-Up	Are there enrichment activities for students who have mastered the objective and are ready to go beyond it? Are there also activities for students who need more support, more time, and more practice to master the objective?
Resources	List any books, video/CD/DVD, audiotapes or other resources needed for this lesson.



## Theme III: Experiencing the Classroom/Unit 1: Observation and Preparation

### Working with Special Needs Students

#### Objective:

Students will explain the role of accommodations in helping pupils with special needs meet the standards of learning.

Students will analyze the appropriateness of accommodations in specific situations.

**Essential Question:** What can be done to help students with special needs master the Virginia Standards of Learning?

**Assessment:** Students will complete two scenario cards demonstrating an understanding of accommodations for students with special needs.

#### Activities:

1. Introduce the class with a video clip from a movie such as "Children of a Lesser God" or "The Miracle Worker."
2. Ask students to imagine that they have walked into their classroom on the first day of school. Tell them that four of their 30 students have Individualized Education Plans (IEPs), indicating that they have special needs. The little girl in the front row was in an automobile accident, is paralyzed from the waist down, and uses a wheelchair. The girl with the pigtails has been diagnosed with severe emotional disturbance. The little boy in the corner with the impish grin is dyslexic and also has ADHD. And the child with the Mickey Mouse t-shirt wears a hearing aid. You must figure out a way for all of these children to have a fair chance to master the same challenging material as everyone else. What questions will you have in order to feel ready to teach them?
3. Review special education terminology and the most common types of disabilities and characteristics first introduced in Teacher Cadets pp. 1-2-25 to 28.
4. Introduce the term "accommodation." Think-pair-share. Ask students to take a moment to reflect, discuss with a partner, and then write their best definition of this word. The class should create a working definition similar to "a type of adjustment used to serve a need."
5. Ask students what accommodations are used by people who are hard of hearing. The teacher should explain that an educational accommodation is used to help students with special needs meet the same requirements as their classmates without disabilities. Finally it should be noted that an accommodation should be used only to achieve equitable access to the instruction, not provide an unfair advantage. If a student stubbed his toe, for example, it probably would not be necessary or appropriate for him to use a handicapped parking space.



## Draft Virginia Teachers for Tomorrow Curricular Supplement

6. Distribute the sample list of common curriculum and classroom accommodations. Ask students what disability they feel each accommodation might address and to provide an example of a specific school situation in which each accommodation might be appropriately implemented.
7. The teacher will distribute the Accommodations Scenario Cards. The class will work on the first example together and then complete the others in groups.
8. Optional: Use the Special Education Cards (Teacher Cadets pp. I-2-29 to 31) to practice the scenarios with cases of pupils who exhibit a variety of kinds of disabilities. Give each group one scenario and each group member a different Special Education Card.
9. Time at the end of the lesson should be reserved to discuss the scenarios, answer any questions and provide clarification.

### **Assessment:**

Students will individually complete two new scenarios.

### **Materials:**

- Handout: Curriculum and Classroom Accommodations and Modifications
- Accommodations Scenario Cards
- Optional Materials: Special Education Cards (Teacher Cadets pp. I-2-29 to 31)
- Assessment: Accommodations Scenario Assessment

**Time:** 1 hour, 30 minutes

### **Standards:**

I.2.2: Students will identify the special needs and exceptionalities of learners and describe how these needs affect the learning process.

III.2.3: Students will accommodate major physical, social, and personal challenges that impede successful learning.

IV.1.1: Students will use appropriate verbal, nonverbal, and media communication techniques to foster positive interactions in the classroom.

IV.1.2: Students will develop expository and informational writings.

### **Resources:**

*Kathy Shrock's Guide For Educators.* [discoveryyschool.com](http://school.discovery.com/schrockguide/assess.html)

<http://school.discovery.com/schrockguide/assess.html>

McTighe, J. and O'Connor, K. (2005, November) Seven Practices for Effective Learning. *Educational Leadership*, 63(3), 10-17.

Marzano, R.J. (2000). *Transforming Classroom Grading*. Alexandria, VA: ASCD.

Winger, T. (2005, November) Grading To Communicate. *Educational Leadership*, 63(3), 61-65.



## Curriculum/Classroom Accommodations and Modifications

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### Flexible Schedule

- Extended Time
- Frequent Breaks

### Group Size

- Small Group
- Individual Instruction

### Setting/Environmental Accommodations

- Preferential Seating
- Adaptive or Special Furniture
- Minimal Distraction
- Special Lighting

### Visual Aids

- Place Keeper
- Magnifying Glass
- Graphic Organizers

### Amplification Equipment

- Assistive Listening Device

### Large Print

- Enlarged Print Materials

### Assistance With Directions

- Shortened Instructions
- Simplifying/Clarifying Directions
- Reading Directions to Student

### Increased Size of Answer Bubbles

- Enlarged Answer Document

### Braille

### Reading in English of Directions/Assignments

- Reading in English of Directions
- Reading in English of Assignments

### Access to Audio Materials

### Communication Board/Pictorial Presentation

### Bilingual Dictionary

### Alternate Means of Responding

- Opportunity to Respond Orally
- Mark in Answer Document
- Student Records Answers on Tape

### Math Aids

- Abacus
- Number Line
- Fraction Bar
- Fraction Circle
- Currency

### Writing Utensil

- Large Diameter Pencil
- Special Pencil
- Pencil Grip

### Alternate Written Response

- Respond Using Word Processor
- Respond Using Typewriter
- Respond Using Braille
- Keyboard Modification

### Augmentative Communication Device

### Spelling Aids

- Spell Checker
- Spelling Dictionary

### Use of Tape Recorder for Pre-Writing

### Dictation

- Dictation in English to Scribe

### Calculator

- Calculator or Arithmetic Tables
- Use of Calculator with Functions beyond What Is Routinely Supplied to Students

### Reduced/Simplified Language

- Reduced Language Level/Reading Level

### Other

- Oral Administration
- Shortened Assignment
- Clearly Defined Limits/Expectations
- Positive Reinforcement System
- Behavior Intervention Plan
- Reduced Paper and Pencil Tasks
- Highlighted Text/ Materials
- Peer Tutoring/Paired Working Assignment
- Assignment Notebook
- Other



### Classroom Scenario Cards

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- SOL:** First-Grade Mathematics 1.13  
The student will compare the volumes of two given containers by using concrete materials (e.g., jelly beans, sand, water, rice).
- Lesson:** The teacher has five different measuring cups. Students scoop water into each one to determine which cup holds the most liquid, and which cups hold equivalent amounts.
- Student:** Stephanie is a first-grade student with cerebral palsy. She has average intelligence, but has a difficult time communicating. Stephanie sits in a wheelchair and has poor fine motor skills.



- SOL:** Sixth-Grade Science 6.1a  
The student will plan and conduct investigations in which observations are made involving fine discrimination between similar objects and organisms.
- Lesson:** The teacher has made arrangements for lab partners to dissect an earthworm, label the organs, and write a short essay comparing and contrasting the anatomy of a worm with a snake.
- Student:** R.J. is a sixth-grade student with an emotional disability. He is often impulsive and has a history of acting out before considering the consequences. Because of past behaviors, most of the students do not want to work with him. R.J. has been looking forward to this assignment for some time.



- SOL:** Eleventh-Grade English 11.1  
The student will make informative and persuasive presentations.
- Gather and organize evidence to support a position.
  - Present evidence clearly and convincingly.
  - Support and defend ideas in public forums.
  - Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
- Lesson:** Each student is to give a 15-minute persuasive speech on a topic of their choosing. The speech does not need to be memorized, but the student will be evaluated equally on speech content and public speaking skills.
- Student:** Mathilda is an 11<sup>th</sup>-grade student with a learning disability. Her main area of difficulty is oral expression. Often she forgets the exact word that she wants to use in a given situation. Her vocabulary is below grade level. In the previous years, she has taken a zero rather than speak in front of the class. Conversely, she is very talkative and social among her friends.





## Accommodations Scenarios Assessment

**Directions:** Read each SOL, the accompanying lesson plan, and the description of the student's disability. On a separate piece of paper, for each scenario below:

- a. Indicate what problems or barriers may prevent the student from fully benefiting from this lesson.
- b. Recommend a specific plan of action using accommodations that would provide an enriching and relevant learning experience for the student based upon the standard of learning.



**1. SOL:** Third Grade Reading 3.6  
The student will continue to read and demonstrate comprehension of nonfiction. Compare and contrast the lives of two people as described in biographies and/or autobiographies.

**Lesson:** The teacher distributes brief biographies of various historians. Students are supposed to complete a Venn diagram comparing similarities and differences of the historians' lives. Students should write a summary of the comparison.

**Student:** Richard is a third grade student with dyslexia. He has a very high IQ, but he has a difficult time reading and synthesizing information. He is a slow reader, and is easily distracted.



**2. SOL:** Fifth Grade Science 5.3  
The student will investigate and understand basic characteristics of visible light and how it behaves. Key concepts include the visible spectrum and light waves.

**Lesson:** The teacher has made arrangements for lab partners to watch various digital recordings of light waves. Students are to record the wave's frequencies and compare them.

**Student:** Sarah is a fifth grade student who is partially blind. While she wears strong glasses and has supplemental texts so that she can be included in the class, Sarah is concerned that she will have trouble watching the videos and participating in the lab experiment.



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